

VISIT...

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Tutor Teaching Tips

Lesson 40: Digraph wh • Part 1

MATERIALS

Letter page

Introducing Digraph wh



10–15 minutes

Point to the word *whale* on the letter page as you read the word. Explain that the letters *w* and *h* together stand for the sound /wh/ at the beginning of the word *whale*. Have the child repeat the sound: /wh/. Point to the words at the bottom of the page and have the child sound out the words. Ask the child to point to the letters that stand for the /wh/ sound in all of the words.

Word cards

Have the child read each word card and sort them into those that contain the *wh* digraph and words that contain the *th* digraph.

Blend Words



5–8 minutes

Letter cards:
w, h, l, t, n,
e, a, i;
Workmat

Give the child the letter cards *w, h, a, l,* and *e* and the workmat. Have the child say the word *whale*. Ask the child how many sounds he/she hears in *whale* (3). Tell the child that this is a tricky word and that he/she needs five letters to spell the three sounds heard in the word *whale*. Have the child tell you what two letters he/she needs to push into the first two boxes to make the /wh/ sound at the start of the word. Guide the child to push up the letters *w* and *h* into the first two boxes as he/she says /wh/. Then have him/her complete the word. Remind the child that this is a VCe word with a silent *e* at the end of the word. Repeat with the words *whine* and *white*.

Game cards

Spread the cards face down over the table. Have the child draw two cards and read the words. If the words contain the same consonant digraph, for example, *wh* in *white* and *when*, the child gets to keep the words. If not, the child turns the cards over and it is your turn.

Teach High-Frequency and Story Words



5–8 minutes

Flash card:
walk, friends

Read the new high-frequency words to the child as you hold up each flash card. With each word, have the child look at the card and repeat the word. Then have the child look at the card and spell it out loud, saying the letter names while writing it in the air with his/her finger.

Flash cards:
happy, water,
wheels, whistle

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card. Point out the /wh/ at the beginning of the words *whistle* and *wheels*.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Point out the /wh/ at the beginning of the words *where* and *why*. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 40: Digraph wh • Part 2

MATERIALS

Letter page

Letter cards:
w, h, c, h, f, f,
k, a, i;
Workmat

Flash cards

Practice sheet

Decodable book:
Whisker Bill

Decodable book;
Take-home
practice sheet

Game cards

Review Part 1



5–10 minutes

Show the child the letter page and review the digraph. Ask the child to say some words that start with the digraph.

Give the child the letter cards. Say the word *which*. Have the child tell you how many sounds he/she hears in the word (3). Tell the child that this is a tricky word and he/she will need five letters to spell the three sounds. Have the child find the letters that stand for the sounds of /wh/. Then ask the child what letter stands for the /i/ sound. Finally, ask the child what two letters stand for the /ch/ sound. Have the child push up the letters into the boxes on the workmat as he/she says each sound. Have the child run his/her finger under the word as he/she reads it. Repeat with the words *whack* and *whiff*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the word *whittled* in row 1. Cover the *-tled* ending and have the child sound out the first part of the word. Then help the child read the whole word. Repeat with the words *whipped* and *whisker*. Have the child sound out the rest of the words in row 1 as he/she runs his/her finger under the letters in each word.

Have the child sound out the review words in row 2. Point out the two decodable parts in the word *inside* (in/side).

Have the child read the high-frequency words in rows 3 and 4 quickly, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child sound out the words in the decodable book. If he/she has difficulty sounding out a word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you where he/she thinks Whisker Bill is now.

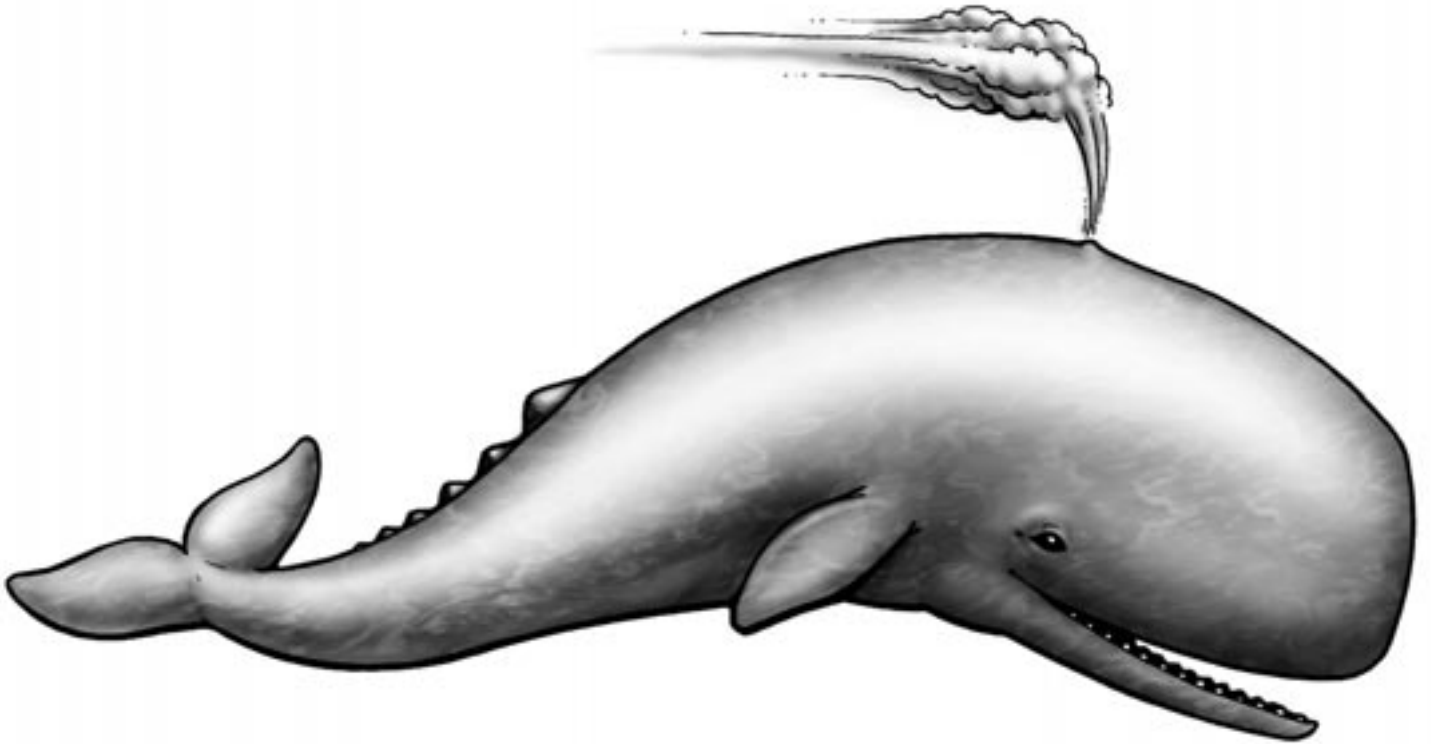
Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Digraph wh



whale

which when whack

thin

math

bath

these

those

length

path

with

whiff

whip

white

whack

wham

whiz

while

whine



w	h	n	l	t
c	f	f	k	a
e	i	h		



sing

song

shut

shift

chap

chat

pick

tack

them

that

when

whim

lock

clock

while

whale

walk

water

whistle

wheels

happy

away

why

where

so

friends

day

come

their

into

know

as

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	whisker • while • whittled • whale when • white • whipped
2 Reviewed words	inside • shack • things • think them • strong • sing • luck • songs
3 New h-f words	live • over • would • play • you • so ask • away • one • walk • friends
4 Reviewed h-f words	why • away • where • so • as day • come • their • into • know
5 Phrases	a white whale when you whittle white whiskers
6 Sentences	Whistle while you whittle. The white whale will sing.

INSTRUCTIONS: Have the child read each sentence and find the word in the sentence with the digraph shown in column one. Then have the child write the word on the lines next to the sentence.

wh	Where is my lunch?	_____

wh	That whale is big and black.	_____

th	Take a bath in the tub.	_____

ng	The whales sang to Whisker Bill.	_____

ck	Pick up that log on the path.	_____

sh	The cat can rest in the shade.	_____

ch	Check that he did the math.	_____

wh	Which chick can I have for a pet?	_____

